DOCUMENT RESUME

ED 481 222 PS 031 564

TITLE	Illinois Early Learning Standards.
PUB DATE	2002-03-00
NOTE	51p.; Produced by the Illinois State Board of Education, Early Childhood Education.
AVAILABLE FROM	The Center: Resources for Teaching and Learning, 1855 Mt. Prospect Road, Des Plaines, IL 60018. Tel: 847-803-3565; Fax: 847-803-3556; Web site: http://www.thecenterweb.org. For full text: http://www.isbe.net/earlychi/PDF/earlystandards.pdf.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01/PC03 Plus Postage.
DESCRIPTORS	Benchmarking; Child Caregivers; Cognitive Development; *Early Childhood Education; *Educational Objectives; *Educational Quality; Emotional Development; Fine Arts; Language Arts; Mathematics Instruction; Physical Development; Preschool Teachers; Science Instruction; Second Language Learning; Social Development; Social Sciences; *State Standards
IDENTIFIERS	*Illinois; Illinois State Board of Education

ABSTRACT

The Illinois Early Learning Standards were developed by the Illinois State Board of Education with the assistance of hundreds of educators. The goal of the standards is to provide teachers and caregivers useful information that is directly needed as part of their daily classroom work. Based on comments from educators, parents, and various experts to the draft version, this final guide details the standards and guiding principles behind them. The standards are organized to parallel in content the Illinois Learning Standards for K-12 education. Standards are delineated in the learning areas of Language Arts, Mathematics, Science, Social Science, Physical Development and Health, Fine Arts, Foreign Language, and Social/Emotional Development. For each learning area, the guide lists the state goal(s), relevant learning standards, and specific benchmarks. The guide concludes with a list of 58 resources drawn from during development of the standards, lists of project participants and participating school districts, and a benchmark index. (HTH)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 481 222

Illinois Early Learning Standards

Illinois State Board of Education:
Division of Early Childhood Education

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Elissa Fisher

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

2

PS 031364

CONTENTS

Introduction	2
Guiding Principles	4
Learning Areas	7
Resources	33
Project Participants	40
Participating School Districts	41
Benchmark Index	43

Illinois Early Learning Standards

Illinois State Board of Education:
Division of Early Childhood Education

March 2002

Introduction

The Illinois Early Learning Standards, developed by the Illinois State Board of Education with the assistance of hundreds of educators, were first introduced in draft form in June 2000. Among those playing a major role in formulating the draft standards were the Chicago Public Schools, DeKalb Community Unit School District, Indian Prairie School District, and Rockford Public School District.

"Standards are an essential first step for designing effective preschool curricula since they represent an agreed upon agenda for teaching and learning. The Illinois Early Learning Standards are excellent because they recognize the interconnectedness of emotional, social, cognitive, and physical development and learning — the whole child. Like all good standards, they should be used as the base for reflective teachers as they create learning experiences that build on what children already know and capture their interest in learning."

Barbara Bowman, Erikson Institute

Since publication of the draft, hundreds of educators and parents, and a wide array of national, state and local experts, have commented on the standards. This final draft of the standards is a synthesis of their many views.

The standards are organized to parallel in content the Illinois Learning Standards for K-12 education. Included are benchmarks for learning in Language Arts, Mathematics, Science, Social Science, Physical Development and Health, Fine Arts, Foreign Language, and Social/Emotional Development.

BEST COPY AVAILABLE

The goal of the standards is to provide teachers and caregivers useful information that is directly needed as part of their daily classroom work. For those who are interested, the complete Illinois Learning Standards for K-12 may be found on the Illinois State Board of Education web site, www.isbe.net.

ISBE acknowledges with great thanks the very thoughtful and knowledgeable comments that have helped shape these standards. A list of contributing school districts and early childhood programs appears at the end of this document. There is no doubt that without this assistance, the standards would not exist today.

BEST COPY AVAILABLE

Guiding Principles

Early learning and development are multidimensional. Developmental domains are highly interrelated.

Development in one domain influences development in other domains. For example, a child's language skills affect his or her ability to engage in social interactions. Therefore, developmental domains cannot be considered in isolation from each other. The dynamic interaction of all areas of development must be considered. Standards and benchmarks listed for each domain could also be cited in different domains.

Young children are capable and competent.

All children are capable of positive developmental outcomes. There should be high expectations for all young children, regardless of their backgrounds and experience.

Children are individuals who develop at different rates.

Each child is unique. Each grows and develops skills and competencies at their own pace. Some children may have a developmental delay or disability that may require program staff members to adapt expectations or experiences so that individual children can successfully achieve a particular benchmark.

Children will exhibit a range of skills and competencies in any domain of development.

All children within an age group should not be expected to arrive at each benchmark at the same time or to show mastery to the same degree of proficiency.

Knowledge of how children grow and develop, together with expectations that are consistent with growth patterns, are essential to develop, implement and maximize the benefits of educational experiences for children.

Early care and education program staff members must agree on what they expect children to know and be able to do within the context of child growth and development. With this knowledge, early childhood staff members can make sound decisions about appropriate curriculum for the group and for individual children.

Young children learn through active exploration of their environment in child-initiated and teacher-selected activities.

Early childhood educators recognize that children's play is a highly supportive context for development and learning. ... early childhood environment should provide opportunities for children to explore materials, engage in activities and interact with peers and adults to construct their own understanding of the world around them. There should, therefore, be a balance of child-initiated and teacher-initiated activities to maximize learning.

Families are the primary caregivers and educators of young children.

Families should be aware of programmatic goals, experiences that should be provided for children and expectations for their performance by the end of the preschool years. Program staff members and families should work collaboratively to ensure that children are provided optimal learning experiences.

Adapted from Preschool Curriculum Framework and Benchmarks for Children in Preschool Programs

Learning Areas

Use the tabs on the right to navigate.

BEST COPY AVAILABLE

Language Arts

STATE GOAL 1:
Read with understanding and fluency.

Learning Standard A:
Apply word analysis and vocabulary skills to comprehend selections.

BENCHMARKS

1.A.ECa Understand that pictures and symbols have meaning and that print carries a message.

1.A.ECb Understand that reading progresses from left to right and top to bottom.

1.A.ECc Identify labels and signs in the environment.

1.A.ECd Identify some letters, including those in own name.

1.A.ECe Make some letter-sound matches.

Learning Standard B:
Apply reading strategies to improve understanding and fluency.

BENCHMARKS

1.B.ECa Predict what will happen next using pictures and content for guides.

1.B.ECb Begin to develop phonological awareness by participating in rhyming activities.

1.B.ECc Recognize separable and repeating sounds in spoken language.

Learning Standard C:
Comprehend a broad range of reading materials.

BENCHMARKS

1.C.ECa Retell information from a story.

1.C.ECb Respond to simple questions about reading material.

1.C.ECc Demonstrate understanding of literal meaning of stories by making comments.

STATE GOAL 2:
Read and understand literature representative of various societies, eras and ideas.

Learning Standard A:
Understand how literary elements and techniques are used to convey meaning.

BENCHMARK

2.A.EC Understand that different text forms, such as magazines, notes, lists, letters, and story books, are used for different purposes.

Learning Standard B:
Read and interpret a variety of literary works.

BENCHMARK

2.B.EC Show independent interest in reading-related activities.

STATE GOAL 3:
Write to communicate for a variety of purposes.

Learning Standard A:
Use correct grammar, spelling, punctuation, capitalization and structure.

BENCHMARK

3.A.EC Use scribbles, approximations of letters, or known letters to represent written language.

Learning Standard B:
Compose well-organized and coherent writing for specific purposes and audiences.

BENCHMARK

3.B.EC Dictate stories and experiences.

Learning Standard C:
Communicate ideas in writing to accomplish a variety of purposes.

BENCHMARK

3.C.EC Use drawing and writing skills to convey meaning and information.

STATE GOAL 4:
Listen and speak effectively in a variety of situations.

Learning Standard A:
Listen effectively in formal and informal situations.

BENCHMARK

4.A.EC Listen with understanding and respond to directions and conversations.

Learning Standard B:

Speak effectively using language appropriate to the situation and audience.

BENCHMARK

4.B.EC Communicate needs, ideas and thoughts.

STATE GOAL 5:

Use the language arts to acquire, assess and communicate information.

Learning Standard A:

Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

BENCHMARK

5.A.EC Seek answers to questions through active exploration.

Learning Standard B:

Analyze and evaluate information acquired from various sources.

BENCHMARK

5.B.EC Relate prior knowledge to new information.

Learning Standard C:

Apply acquired information, concepts and ideas to communicate in a variety of formats.

BENCHMARK

5.C.EC Communicate information with others.

Mathematics

STATE GOAL 6:

Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.

Learning Standard A:

Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.

BENCHMARKS

6.A.ECa Use concepts that include number recognition, counting and one-to-one correspondence.

6.A.ECb Count with understanding and recognize "how many" in sets of objects.

Learning Standard B:

Investigate, represent, and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.

BENCHMARK

6.B.EC Solve simple mathematical problems.

Learning Standard C:

Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.

BENCHMARKS

6.C.ECa Explore quantity and number.

6.C.ECb Connect numbers to quantities they represent using physical models and representations.

Learning Standard D:
Solve problems using comparison of quantities, ratios, proportions and percents.

BENCHMARK

6.D.EC Make comparisons of quantities.

STATE GOAL 7:
Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.

Learning Standard A:
Measure and compare quantities using appropriate units, instruments and methods.

BENCHMARKS

7.A.ECa Demonstrate a beginning understanding of measurement using non-standard units and measurement words.

7.A.ECb Construct a sense of time through participation in daily activities.

Learning Standard B:
Estimate measurements and determine acceptable levels of accuracy.

BENCHMARK

7.B.EC Show understanding of and use comparative words.

Learning Standard C:
Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.

BENCHMARK

7.C.EC Incorporate estimating and measuring activities into play.

STATE GOAL 8:
Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results.

Learning Standard A:
Describe numerical relationships using variables and patterns.

BENCHMARK

8.A.EC Sort and classify objects by a variety of properties.

Learning Standard B:
Interpret and describe numerical relationships using tables, graphs and symbols.

BENCHMARKS

8.B.ECa Recognize, duplicate and extend simple patterns, such as sequences of sounds, shapes and colors.

8.B.ECb Begin to order objects in series or rows.

Learning Standard C:
Solve problems using systems of numbers and their properties.

BENCHMARK

8.C.EC Participate in situations that involve addition and subtraction using manipulatives.

Learning Standard D:
Use algebraic concepts and procedures to represent and solve problems.

BENCHMARK

8.D.EC Describe qualitative change, such as measuring to see who is growing taller.

STATE GOAL 9:
Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes and space.

Learning Standard A:
Demonstrate and apply geometric concepts involving points, lines, planes and space.

BENCHMARK

9.A.EC Recognize geometric shapes and structures in the environment.

Learning Standard B:
Identify, describe, classify and compare relationships using points, lines, planes and solids.

BENCHMARK

9.B.EC Find and name locations with simple words, such as "near".

STATE GOAL 10:

Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.

Learning Standard A:

Organize, describe and make predictions from existing data.

BENCHMARKS

10.A.ECa Represent data using concrete objects, pictures, and graphs.

10.A.ECb Make predictions about what will happen next.

Learning Standard B:

Formulate questions, design data collection methods, gather and analyze data and communicate findings.

BENCHMARK

10.B.EC Gather data about themselves and their surroundings.

Science

STATE GOAL 11:

Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

Learning Standard A:

Know and apply the concepts, principals and processes of scientific inquiry.

BENCHMARKS

11.A.ECa Uses senses to explore and observe materials and natural phenomena.

11.A.ECb Collect, describe and record information.

Learning Standard B:

Know and apply the concepts, principles and processes of technological design.

BENCHMARKS

11.B.ECa Use scientific tools such as thermometers, balance scales and magnifying glasses for investigation.

11.B.ECb Become familiar with the use of devices incorporating technology.

STATE GOAL 12:

Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

Learning Standard A:

Know and apply concepts that explain how living things function, adapt and change.

BENCHMARKS

12.A.ECa Investigate and categorize living things in the environment.

12.A.ECb Show an awareness of changes that occur in themselves and their environment.

Learning Standard B:

Know and apply concepts that describe how living things interact with each other and with their environment.

BENCHMARK

12.B.EC Describe and compare basic needs of living things.

Learning Standard C:

Know and apply concepts that describe properties of matter and energy and the interactions between them.

BENCHMARK

12.C.EC Make comparisons among objects that have been observed.

Learning Standard D:
Know and apply concepts that describe force and motion and the principles that explain them.

BENCHMARK

12.D.EC Describe the effects of forces in nature (e.g. wind, gravity and magnetism).

Learning Standard E:
Know and apply the concepts that describe the features and processes of the Earth and its resources.

BENCHMARKS

12.E.ECa Use common weather-related vocabulary (e.g. rainy, snowy, sunny, windy).

12.E.ECb Participate in recycling in their environment.

Learning Standard F:
Know and apply concepts that explain the composition and structure of the universe and the Earth's place in it.

BENCHMARK

12.F.EC Identify basic concepts associated with night/day and seasons.

STATE GOAL 13:

Understand the relationships among science, technology and society in historical and contemporary contexts.

Learning Standard A:

Know and apply the accepted practices of science.

BENCHMARK

13.A.EC Begin to understand basic safety practices.

Learning Standard B:

Know and apply concepts that describe the interaction between science, technology and society.

BENCHMARKS

13.B.ECa Express wonder and ask questions about their world.

13.B.ECb Begin to be aware of technology and how it affects their lives.

Social Science

STATE GOAL 14:
Understand political systems, with an emphasis on the United States.

Learning Standard A:
Understand and explain basic principles of the United States government.

BENCHMARK

14.A.EC Recognize the reasons for rules.

Learning Standard C:
Understand election processes and responsibilities of citizens.

BENCHMARK

14.C.EC Participate in voting as a way of making choices.

Learning Standard D:
Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.

BENCHMARK

14.D.EC Develop an awareness of roles of leaders in their environment.

STATE GOAL 15:
Understand economic systems, with an emphasis on the United States.

Learning Standard A:
Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.

BENCHMARK

15.A.EC Identify community workers and the services they provide.

Learning Standard D:
Understand trade as an exchange of goods and services.

BENCHMARK

15.D.EC Begin to understand the use of trade to obtain goods and services.

STATE GOAL 16:
Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

Learning Standard A:
Apply the skills of historical analysis and interpretation.

BENCHMARK

16.A.EC Recall information about the immediate past.

STATE GOAL 17:

Understand world geography and the effects of geography on society, with and emphasis on the United States.

Learning Standard A:

Locate, describe and explain places, regions and features on the Earth.

BENCHMARKS

17.A.ECa Locate objects and places in familiar environments.

17.A.ECb Express beginning geographic thinking.

STATE GOAL 18:

Understand social systems, with an emphasis on the United States.

Learning Standard A:

Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.

BENCHMARK

18.A.EC Recognize similarities and differences in people.

Learning Standard B:

Understand the roles and interactions of individuals and groups in society.

BENCHMARK

18.B.EC Understand that each of us belongs to a family and recognize that families vary.

Physical Development and Health

STATE GOAL 19:

Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

Learning Standard A:

Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.

BENCHMARKS

19.A.ECa Engage in active play using gross motor skills.

19.A.ECb Engage in active play using fine motor skills.

Learning Standard B:

Analyze various movement concepts and applications.

BENCHMARK

19.B.EC Coordinate movements to perform complex tasks.

Learning Standard C:

Demonstrate knowledge of rules, safety and strategies during physical activity.

BENCHMARK

19.C.EC Follow simple safety rules while participating in activities.

STATE GOAL 20:
Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

Learning Standard A:
Know and apply the principles and components of health-related fitness.

BENCHMARK

20.A.EC Participate in developmental activities related to physical fitness.

Learning Standard B:
Assess individual fitness levels.

BENCHMARK

20.B.EC Exhibit increased endurance.

STATE GOAL 21:
Develop team-building skills by working with others through physical activity.

Learning Standard A:
Demonstrate individual responsibility during group physical activities.

BENCHMARK

21.A.EC Follow rules and procedures when participating in group physical activities.

Learning Standard B:
Demonstrate cooperative skills during structured group physical activity.

BENCHMARK

21.B.EC Demonstrate ability to cooperate with others during group physical activities.

STATE GOAL 22:
Understand principles of health promotion and the prevention and treatment of illness and injury.

Learning Standard A:
Explain the basic principles of health promotion, illness prevention and safety.

BENCHMARK

22.A.EC Participate in simple practices that promote healthy living and prevent illness.

STATE GOAL 23:
Understand human body systems and factors that influence growth and development.

Learning Standard A:
Describe and explain the structure and functions of human body systems and how they interrelate.

BENCHMARK

23.A.EC Identify body parts and their functions.

Learning Standard B:
Explain the effects of health-related actions on the body systems.

BENCHMARK

23.B.EC Act independently in caring for personal hygiene needs.

STATE GOAL 24:
Promote and enhance health and well being through the use of effective communication and decision-making skills.

Learning Standard A:
Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

BENCHMARKS

24.A.ECa Use appropriate communication skills when expressing needs, wants and feelings.

24.A.ECb Use socially acceptable ways to resolve conflict.

Learning Standard C:
Demonstrate skills essential to enhancing health and avoiding dangerous situations.

BENCHMARK

24.C.EC Participate in activities to learn to avoid dangerous situations.

Fine Arts

STATE GOAL 25:
Know the language of the arts.

Learning Standard A:
Understand the sensory elements, organizational principles and expressive qualities of the arts.

BENCHMARKS

25.A.ECa Dance: Investigate the elements of dance.

25.A.ECb Drama: Investigate the elements of drama.

25.A.ECc Music: Investigate the elements of music.

25.A.ECd Visual Arts: Investigate the elements of visual arts.

Learning Standard B:
Understand the similarities, distinctions and connections in and among the arts.

BENCHMARK

25.B.EC Describe or respond to their own creative work or the creative work of others.

STATE GOAL 26:

Through creating and performing, understand how works of art are produced.

Learning Standard A:

Understand processes, traditional tools and modern technologies used in the arts.

BENCHMARKS

26.A.ECa Dance: Participate in dance activities.

26.A.ECb Drama: Participate in drama activities.

26.A.ECc Music: Participate in music activities.

26.A.ECd Visual Arts: Participate in the visual arts.

Learning Standard B:

Apply skills and knowledge necessary to create and perform in one or more of the arts.

BENCHMARK

26.B.EC Use creative arts as an avenue for self-expression.

Foreign Languages

STATE GOAL 28:

Use the target language to communicate within and beyond the classroom setting.

BENCHMARK

28.A.EC Maintain the native language for use in a variety of purposes.

STATE GOAL 30:

Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.

BENCHMARK

30.A.EC Use and maintain the native language in order to build upon and develop transferable language and literacy skills.

Social/Emotional Development

STATE GOAL 31:

Develop an awareness of personal identity and positive self-concept.

Learning Standard A:

Develop a positive self-concept.

BENCHMARKS

31.A.ECa Describe self by using several basic characteristics.

31.A.ECb Exhibit eagerness and curiosity as a learner.

31.A.ECc Exhibit persistence and creativity in seeking solutions to problems.

31.A.ECd Show some initiative and independence in actions.

31.A.ECe Use appropriate communication skills when expressing needs, wants and feelings.

STATE GOAL 32:
Demonstrate a respect and a responsibility for self and others.

Learning Standard A:
Perform effectively as an individual.

BENCHMARKS

32.A.ECa Begin to understand and follow rules.

32.A.ECb Manage transitions and begin to adapt to change in routines.

32.A.ECc Show empathy and caring for others.

32.A.ECd Use the classroom environment purposefully and respectfully.

Learning Standard B:
Perform effectively as a member of a group.

BENCHMARKS

32.B.ECa Engage in cooperative group play.

32.B.ECb Begin to share materials and experiences and take turns.

32.B.ECc Respect the rights of self and others.

32.B.ECd Develop relationships with children and adults.

Resources

Anti-Bias Curriculum, Tools for Empowering Young Children, Louise Derman-Sparks and the A.,B.C. Task Force. Washington, DC: National Association for the Education of Young Children, 1989.

Beginning to Read: Thinking and Learning About Print, Marilyn Jager Adams. Cambridge, MA: The MIT Press, 1998.

Beyond Self-Esteem: Developing a Genuine Sense of Human Value, Nancy E. Curry and Carl N. Johnson. Washington, DC: National Association for the Education of Young Children, 1990.

Bringing Reggio Emilia Home, An Innovative Approach to Early Childhood Education, Louise Boyd Cadwell. New York, NY: Teachers College Press, 1997.

Checkpoints for Progress in Reading and Writing for Teachers and Learning Partners, Developed by a Subgroup of the America Reads Challenge: READ*WRITE*NOW United States Department of Education.

Child Assessment Profile, Chicago Public Schools, 1999.

Children Achieving, Best Practices in Early Literacy, Susan B. Newman and Kathleen A. Roskos (Ed.). Newark, DE: International Reading Association, 1998.

The Creative Curriculum for Early Childhood, (Third Edition) Diane Trister Dodge and Laura J. Colker. Washington, DC: Teaching Strategies, Inc., 1996.

DEC Recommended Practices: Indicators of Quality in Programs for Infants and Young Children with Special Needs and Their Families, DEC Task Force on Recommended Practices. Reston, VA: Council for Exceptional Children, 1993.

Developmentally Appropriate Practice in Early Childhood Programs, (Revised Edition) Sue Bredekamp and Carol Copple (Eds.). Washington, DC: National Association for the Education of Young Children, 1997.

Discovery Science, Explorations for the Early Years, (Prekindergarten) David A. Winnett, Robert E. Rockwell, Elizabeth A. Sherwood and Robert A. Williams. Menlo Park, CA: Addison-Wesley Publishing Company, 1996.

Diversity in the Classroom, New Approaches to the Education of Young Children, Frances E. Kendall. New York, NY: Teachers College Press, 1996.

Early Childhood: Where Learning Begins – Geography, Carol Sue Fromboluti and Carol Seefeldt. National Institute on Early Childhood Development and Education, Office Educational Research and Improvement, U.S. Department of Education, 1999.

Early Childhood Education and the Elementary School Principal: Standards for Quality Programs for Young Children, (Second Edition) Alexandria, VA: National Association of Elementary School Principals, 1998.

Educating Language Minority Children, Barbara T. Bowman. (Eric Digest EDO-PS-90-91) Eric Clearinghouse on Elementary and Early Childhood Education.

Educating Young Children, Active Learning Practices for Preschool and Child Care Programs, Mary Hohmann and David P. Weikert. Ypsilanti, MI: High Scope Press, 1995.

The Effective Use of Computers with Young Children, Douglas Clements in Mathematics in the Early Years, Juanita V. Copley (Ed.). Reston, VA: National Council of Teachers of Mathematics /Washington, D.C: National Association for the Education of Young Children, 1999.

Emergent Literacy Program and Support Services, Project ELIPSS/Kathy Barclay, Ed.D.et al. Head Start Emergent Literacy Project, 1996.

Emotional Intelligence, Daniel Goleman. New York, NY: Bantam Books, 1995.

Every Child a Reader: Applying Reading Research in the Classroom, Elfrieda H. Hiebert, P. David Pearson, Barbara M. Taylor, Virginia Richardson, and Scott G. Paris. Ann Arbor, MI: Center for the Improvement of Early Reading Achievement, 1998.

Fostering Children's Social Competence: The Teacher's Role, Lillian G. Katz and Diane E. McClellan. Washington, DC: National Association for the Education of Young Children, 1997.

Fostering Children's Mathematical Power: An Investigative Approach to K-8 Mathematics Instruction, A. J. Baroody with R. T. Coslick. Mahwah, NJ: Erlbaum, 1998.

Geometric and Spatial Thinking in Young Children, Douglas H. Clements in Mathematics in the Early Years, Juanita V. Copley (Ed.). Reston, VA: National Council of Teachers of Mathematics Washington, D.C. National Association for the Education of Young Children, 1999.

Having Friends, Making Friends, and Keeping Friends: Relationships as Educational Contexts. Willard W. Hartup. ERIC Digest, 1992.

Implementing an Anti-Bias Curriculum in Early Childhood, Julie Bisson Hohensee and Louise Derman-Sparks. (Eric Digest EDO-PS-92-98) Eric Clearinghouse on Elementary and Early Childhood Education.

Indicators and Measurements for Desired Results for Children and Families, California Department of Education, November 24, 1999.

Ladders to Literacy, A Preschool Activity Book, Angela Notari-Syverson, Rollanda E. O'Connor and Patricia Vadasy. Baltimore, MD: Paul H. Brookes Publishing Co., 1998.

Learning to Read and Write: Developmentally Appropriate Practices for Young Children, Susan B. Neuman, Carol Copple, and Sue Bredekamp. Washington, DC: National Association for the Education of Young Children, 2000.

Literacy Instruction for Culturally and Linguistically Diverse Students, Michael F. Opitz (Ed.). Newark, DE: International Reading Association, 1998.

Looking at Literacy Learning in Preschool Settings, Robin Campbell in *Facilitating Preschool Literacy,* Robin Campbell (Ed.). Newark, DE: International Reading Association, 1998.

Mathematics in the Early Years: Making Connections, A "Number Curriculum" for Preschoolers, Ruth Shane, Juanita V. Copley (Ed.) Reston, VA: National Council of Teachers of Mathematics/ Washington, D.C.: National Association for the Education of Young Children, 1999.

Meeting the Challenge, Effective Strategies for Challenging Behaviors in Early Childhood Program, Barbara Kaiser and Judy Sklar Rasminsky. Ottawa, Ontario: Canadian Child Care Federation, 1999.

More Mudpies to Magnets, Science for Young Children, Elizabeth A. Sherwood, Robert A. Williams, and Robert E. Rockwell. Mt. Ranier, MD: Gryphon House, Inc. 1990.

Much More Than ABC's, The Early Stages of Reading and Writing, Judith A. Schickendanz Washington, D.C.: National Association for the Education of Young Children, 1999.

Music In Our Lives, The Early Years, Dorothy T. McDonald Washington, D.C.: National Association for Education Of Young Children, 1979.

Native Language Literacy: Is it Just Another Option?, Kris Anstrom National Clearinghouse for Bilingual Education, Early Childhood Update, Summer/Fall 1997.

Pathways to Play, Developing Play Skills in Young Children, Sandra Heidemann and Deborah Hewitt. St. Paul, MN: Redleaf Press, 1992.

Preschool Curriculum Framework and Benchmarks for Children in Preschool Programs, Connecticut State Department of Education, May 1999

Preventing Reading Difficulties in Young Children, Catherine Snow, M. Susan Burns, and Peg Griffin (Ed). Washington, D.C. National Academy Press, 1998.

Principles and Standards for School Mathematics, Reston, VA: National Council of Teachers of Mathematics, 2000.

Questions and Answers About Bilingual Education, Dr. Alicia Salinas Sosa. San Antonio, TX: Intercultural Development Research Association, 1993.

Reaching Potentials: Transforming Early Childhood Curriculum and Assessment, Vol. 2 Sue Bredekamp and Teresa Rosegrant (Ed.) Washington, D.C: Teaching Strategies, Inc. 1992.

Reading and Writing Grade By Grade, New Standards Primary Literacy Committee National Center on Education and Economy and the University of Pittsburgh, 1999.

Reading and Writing in Every Grade: New Standards Primary Literacy Standards, Washington, DC: National Center on Education and the Economy, 1999.

Reinventing Childhood, Raising and Educating Children in a Changing World, David Elkind, Ph.D Rosemont, NJ: Modern Learning Press, Inc., 1998.

Responding to Linguistic and Cultural Diversity-Recommendations for Effective Early Childhood Education, National Association for the Education of Young Children, 1996.

Science with Young Children, (Revised Edition) Bess-Gene Holt. Washington, DC: National Association for the Education of Young Children, 1993.

Second Step, A violence Prevention Curriculum, Preschool-Kindergarten (Ages 4-6) — Teacher's Guide, Seattle, WS: Committee for Children, 1997.

Self-Esteem and Narcissism: Implications for Practice, Lilian G. Katz. ERIC Digest, 1993.

Starting Out Right: A Guide to Promoting Children's Success, M. Susan Burns, Peg Griffin, and Catherine E. Snow (Eds.). Washington, DC: National Academy Press, 1999.

Starting Small, Teaching Tolerance in Preschool and the Early Grades, Montgomery, AL: Teaching Tolerance Project, 1997.

Teaching Movement and Dance, A Sequential Approach to Rhythmic Movement, Second Edition Phyllis S. Weikert. Ypsilanti, MI: The High Scope Press, 1982.

Technology and Young Children: Position Statement on Technology and Young Children-Ages Three through Eight, NAEYC, 1996.

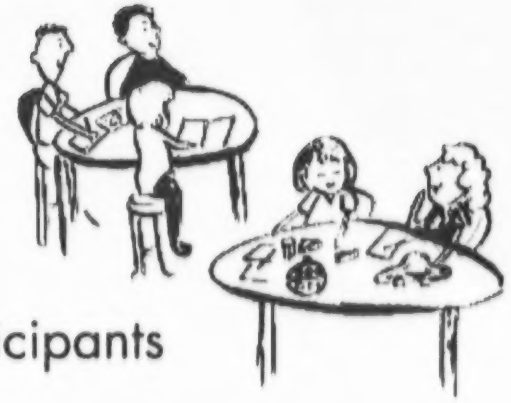
Transdisciplinary Play-Based Assessment, Toni Linder Baltimore, MD: Paul H. Brookes Publishing Co., 1993.

What Can We Learn From Reggio Emilia? Lillian Katz *In The Hundred Languages of Children: The Reggio Emilia Approach to Early Childhood Education,* Norwood, NJ: Ablex Publishing Corporation, 1996.

What Will Happen If... Young Children and the Scientific Method, Barbara Sprung, Merle Froschi and Patricia B. Campbell Developed by Beginning Math and Science Equitability Project New York, NY: Educational Equity Concepts, Inc., 1985.

The Work Sampling System The Work Sampling System Omnibus Guidelines: Preschool through Third Grade, (Third Edition) Judy R. Jablon, Dorethea B. Marsden, Samuel J. Meisels, and Margo L. Dichtelmiller. Ann Arbor, MI: The Work Sampling System, 1994.

Young Children and Technology, A World of Discovery, Susan W. Haugland and June I. Wright Boston, MA: Allyn and Bacon, 1997.



Participants

PROJECT PARTICIPANTS

Kay Henderson
Early Childhood Division Administrator
Illinois State Board of Education

Chris Brady
DeKalb School District

Susan Busker
Rockford School District

Shelby King
Illinois State
Board of Education

Eric Magnuson
Illinois State
Board of Education

Alice Moss
Chicago Public Schools

Donna Nylander
Indian Prairie
School District

Mary Suddarth
Illinois State
Board of Education

BEST COPY AVAILABLE

PARTICIPATING DISTRICTS & PROGRAMS

Argenta-Oreana CUSD 1
Argenta, IL

Aurora West CUSD 129
Aurora, IL

Avon CUSD 176
Avon, IL

Ball-Chatham CUSD 5
Chatham, IL

Barrington CUSD 220
Barrington, IL

BCMW Head Start
Centralia, IL

Belvidere CUSD 100
Belvidere, IL

Bethalto CUSD 8
Bethalto, IL

Bloomington SD 87
Bloomington, IL

Blue Ridge CUSD 18
Farmer City, IL

Bond County CUSD 2
Greenville, IL

Bourbonnais SD 53
Bourbonnais, IL

Canton CUSD 66
Canton, IL

Carbondale
Elementary SD 95
Carbondale, IL

Carlinville CUSD 1
Carlinville, IL

Carlyle CUSD 1
Carlyle, IL

Carmi-White CUSD 5
Carmi, IL

Carpentersville CUSD 300
Carpentersville, IL

Carroll, JoDaviess,
Stephenson ROE
Freeport, IL

Carterville CUSD 5
Cambria, IL

Chicago Heights SD 170
Chicago Heights, IL

City of Chicago SD 99
Chicago, IL

Cook County SD 130
Blue Island, IL

Cuba SD 3
Cuba, IL

Dallas City CUSD 336
Dallas City, IL

Danville CCSD 118
Danville, IL

Decatur SD 61
Decatur, IL

DeKalb CUSD 428
DeKalb, IL

Dolton SD 149
Calumet City, IL

Dwight Common SD 232
Dwight, IL

East Alton SD 13
East Alton, IL

East Dubuque CUSD 119
East Dubuque, IL

East Richland CUSD 1
Olney, IL

Edwardsville CUSD 7
Edwardsville, IL

Egyptian CUSD 5
Tamms, IL

Eldorado CUSD 4
Eldorado, IL

Elgin SD U-46
Elgin, IL

Erie CUSD 1
Erie, IL

Four Rivers -
Special Ed. District
Jacksonville, IL

Freeburg CCSD 70
Freeburg, IL

Galesburg CUSD 5
Galesburg, IL

Genoa Kingston CUSD 424
Genoa, IL

Hamilton County CUSD 10
McLeansboro, IL

Harlem CUSD 122
Loves Park, IL

Harrison SD 36
Wonder Lake, IL

Harvard CUSD 50
Harvard, IL

Harvey SD 152
Harvey, IL

Huntley SD 158
Huntley, IL

Hawthorn SD 73
Vernon Hills, IL

High Mount SD 116
Swansea, IL

Hillsboro CUSD 3
Hillsboro, IL

Hoover-Schrum SD 157
Calumet City, IL

Indian Creek CUSD 425
Shabbona, IL

Indian Prairie SD 204
Naperville, IL

Indian Springs SD 109
Justice, IL

Iroquois County CUSD 9
Watseka, IL

BEST COPY AVAILABLE

Jonesboro CCSD 43
Jonesboro, IL

LeRoy CUSD 2
LeRoy, IL

Litchfield CUSD 12
Litchfield, IL

Lombard Elementary SD 44
Lombard, IL

Lovington CUSD 303
Lovington, IL

Macomb CUSD 185
Macomb, IL

Midstate Special Education
Taylorville, IL

Milford CCSD 280
Milford, IL

Momence CUSD 1
Momence, IL

Morton SD 709
Morton, IL

Mundelein
Elementary SD 75
Mundelein, IL

Murphysboro CUSD 186
Carbondale, IL

Nashvilie CCSD 49
Nashville, IL

New Berlin CUSD 16
New Berlin, IL

Northwest Special
Ed. District
Freeport, IL

Oblong CUSD 4
Oblong, IL

O'Fallon CCSD 90
O'Fallon, IL

Oglesby Elementary SD 125
Oglesby, IL

Olympia CUSD 16
Stanford, IL

Orland SD 135
Orland Park, IL

Palos Heights SD 128
Palos Heights, IL

Paxton-Buckley-Loda
CUSD 10
Paxton, IL

Pekin SD 108
Pekin, IL

Peoria CUSD 150
Peoria, IL

Peoria Heights CUSD 325
Peoria Heights, IL

Princeville CUSD 326
Princeville, IL

Queen Bee SD 16
Glendale Heights, IL

Quincy SD 172
Quincy, IL

Robinson CUSD 2
Robinson, IL

Rockford SD 205
Rockford, IL

Rockton SD 140
Rockton, IL

ROE # 25
Mt. Vernon, IL

ROE #27
Monmouth, IL

Savanna CUSD 300
Savanna, IL

Schaumburg CCSD 54
Schaumburg, IL

Schuyler SD 1
Rushville, IL

Shiloh Village SD 85
Shiloh, IL

Silvis SD 34
Silvis, IL

Springfield SD 186
Springfield, IL

Southern Region -
Early Childhood
Carbondale, IL

Southern Seven -
Head Start
Ullin, IL

St. Anne CCSD 256
St. Anne, IL

STARNET Region I & III
Macomb, IL

STARNET Region IV
Belleville, IL

Sterling CUSD 5
Sterling, IL

Tinley Park CCSD 146
Tinley Park, IL

Trico CUSD 176
Campbell Hill, IL

Vienna Elementary SD 55
Vienna, IL

Virginia CUSD 64
Virginia, IL

VIT CUSD 2
Table Grove, IL

West Chicago SD 33
West Chicago, IL

West Richland SD 2
Noble, IL

Winnebago CUSD 323
Winnebago, IL

BEST COPY AVAILABLE

Benchmark Index

Language Arts	
Understand that pictures and symbols have meaning and that print carries a message.	8
Understand that reading progresses from left to right and top to bottom.	8
Identify labels and signs in the environment.	8
Identify some letters, including those in own name.	8
Make some letter-sound matches.	8
Predict what will happen next using pictures and content for guides.	8
Begin to develop phonological awareness by participating in rhyming activities.	8
Recognize separable and repeating sounds in spoken language.	8
Retell information from a story.	9
Respond to simple questions about reading material.	9
Demonstrate understanding of literal meaning of stories by making comments.	9
Understand that different text forms, such as magazines, notes, lists, letters, and story books, are used for different purposes.	9
Show independent interest in reading-related activities.	9
Use scribbles, approximations of letters, or known letters to represent written language.	10
Dictate stories and experiences.	10
Use drawing and writing skills to convey meaning and information.	10
Listen with understanding and respond to directions and conversations.	11

Communicate needs, ideas and thoughts.	11
Seek answers to questions through active exploration.	11
Relate prior knowledge to new information.	11
Communicate information with others.	11

Mathematics

Use concepts that include number recognition, counting and one-to-one correspondence.	12
Count with understanding and recognize "how many" in sets of objects.	12
Solve simple mathematical problems.	12
Explore quantity and number.	12
Connect numbers to quantities they represent using physical models and representations.	12
Make comparisons of quantities.	13
Demonstrate a beginning understanding of measurement using non-standard units and measurement words.	13
Construct a sense of time through participation in daily activities.	13
Show understanding of and use comparative words.	13
Incorporate estimating and measuring activities into play.	14
Sort and classify objects by a variety of properties.	14
Recognize, duplicate and extend simple patterns, such as sequences of sounds, shapes and colors.	14
Begin to order objects in series or rows.	14
Participate in situations that involve addition and subtraction using manipulatives.	15
Describe qualitative change, such as measuring to see who is growing taller.	15

Recognize geometric shapes and structures in the environment.	15
Find and name locations with simple words, such as "near".	15
Represent data using concrete objects, pictures, and graphs.	16
Make predictions about what will happen next.	16
Gather data about themselves and their surroundings.	16

Science

Uses senses to explore and observe materials and natural phenomena.	17
Collect, describe and record information.	17
Use scientific tools such as thermometers, balance scales and magnifying glasses for investigation.	17
Become familiar with the use of devices incorporating technology.	17
Investigate and categorize living things in the environment.	18
Show an awareness of changes that occur in themselves and their environment.	18
Describe and compare basic needs of living things.	18
Make comparisons among objects that have been observed.	18
Describe the effects of forces in nature (e.g. wind, gravity and magnetism).	19
Use common weather-related vocabulary (e.g. rainy, snowy, sunny, windy).	19
Participate in recycling in their environment.	19

Identify basic concepts associated with night/day and seasons.	19
Begin to understand basic safety practices.	20
Express wonder and ask questions about their world.	20
Begin to be aware of technology and how it affects their lives.	20

Social Science

Recognize the reasons for rules.	21
Participate in voting as a way of making choices.	21
Develop an awareness of roles of leaders in their environment.	21
Identify community workers and the services they provide.	22
Begin to understand the use of trade to obtain goods and services.	22
Recall information about the immediate past.	22
Locate objects and places in familiar environments.	23
Express beginning geographic thinking.	23
Recognize similarities and differences in people.	23
Understand that each of us belongs to a family and recognize that families vary.	23

Physical Development and Health

Engage in active play using gross motor skills.	24
Engage in active play using fine motor skills.	24
Coordinate movements to perform complex tasks.	24
Follow simple safety rules while participating in activities.	24

Participate in developmental activities related to physical fitness.	25
Exhibit increased endurance.	25
Follow rules and procedures when participating in group physical activities.	25
Demonstrate ability to cooperate with others during group physical activities.	26
Participate in simple practices that promote healthy living and prevent illness.	26
Identify body parts and their functions.	26
Act independently in caring for personal hygiene needs.	27
Use appropriate communication skills when expressing needs, wants and feelings.	27
Use socially acceptable ways to resolve conflict.	27
Participate in activities to learn to avoid dangerous situations.	27

Fine Arts

Dance: Investigate the elements of dance.	28
Drama: Investigate the elements of drama.	28
Music: Investigate the elements of music.	28
Visual Arts: Investigate the elements of visual arts.	28
Describe or respond to their own creative work or the creative work of others.	28
Dance: Participate in dance activities.	29
Drama: Participate in drama activities.	29
Music: Participate in music activities.	29
Visual Arts: Participate in the visual arts.	29

Use creative arts as an avenue for self-expression. 29

Foreign Language

Maintain the native language for use in a variety of purposes. 30

Use and maintain the native language in order to build upon and develop transferable language and literacy skills. 30

Social/Emotional Development

Describe self by using several basic characteristics. 31

Exhibit eagerness and curiosity as a learner. 31

Exhibit persistence and creativity in seeking solutions to problems. 31

Show some initiative and independence in actions. 31

Use appropriate communication skills when expressing needs, wants and feelings. 31

Begin to understand and follow rules. 32

Manage transitions and begin to adapt to change in routines. 32

Show empathy and caring for others. 32

Use the classroom environment purposefully and respectfully. 32

Engage in cooperative group play. 32

Begin to share materials and experiences and take turns. 32

Respect the rights of self and others. 32

Develop relationships with children and adults. 32

ILLINOIS STATE BOARD OF EDUCATION
MAKING ILLINOIS SCHOOLS SECOND TO NONE

100 North First Street
Springfield, Illinois 62777-0001
www.isbe.net

Printed by the Authority of the State of Illinois, March 2002 7M 901 No. 504

PERMISSION TO COPY NOT REQUIRED

BEST COPY AVAILABLE

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

X	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").

p2031564